

# Duckmanton Primary School

West Crescent, Duckmanton, Chesterfield, S44 5HD

**Inspection dates** 30 April–1 May 2013

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| Achievement of pupils          |                      | Good        | 2        |
| Quality of teaching            |                      | Good        | 2        |
| Behaviour and safety of pupils |                      | Good        | 2        |
| Leadership and management      |                      | Good        | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress from starting points which are below those expected nationally for their age.
- The school is a calm and well-ordered community. Pupils enjoy school and work hard. They behave well and feel safe.
- Lesson activities promote thorough learning and good understanding. Teachers match work effectively to pupils' individual needs, and give them good advice on how to improve their work.
- School leaders keep a close check on the quality of teaching. Staff training and an eagerness to work together have improved teaching since the last inspection.
- Governors know the school well and provide a high level of support. They share teachers' vision for further improvement.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils enjoy a variety of cultural and sporting activities.

### It is not yet an outstanding school because

- A very small amount of teaching is not yet good, and there is not enough outstanding teaching.
- Although good overall, pupils' achievement in writing is not as good as in reading or mathematics.

## Information about this inspection

- Inspectors observed teaching in all classes. They observed 16 lessons, two of them jointly with the headteacher, and made brief visits to several more. They examined the work in pupils' books.
- Inspectors held discussions with pupils, parents and carers, staff, governors, and an officer representing the local authority.
- Inspectors looked at a wide range of documents covering safeguarding and child protection, attendance, behaviour, pupils' progress and attainment, the work of the governing body, the school improvement plan, and the monitoring of teaching quality.
- They considered 26 questionnaires completed by staff. They also consulted the Parent View website, although there were not enough responses to the online questionnaire for any results to be displayed there.

## Inspection team

Richard Marsden, Lead inspector

Additional Inspector

Stephen Palmer

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- Almost all pupils are White British. The proportion of pupils from minority ethnic groups is well below average, as is the proportion who speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is well above average. This is additional government funding for pupils known to be eligible for free school meals, those in local authority care and pupils with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is more than twice the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Make all teaching at least good, and increase the proportion of outstanding teaching, by making sure that the focus of lessons is clear to pupils.
- Improve pupils' writing skills across the school by:
  - increasing opportunities for pupils to practise the skill of extended writing not just in English lessons but also in a range of other subjects
  - emphasising the need for pupils to use accurate spelling, punctuation and grammar not just in English but also in all other subjects.

## Inspection judgements

### The achievement of pupils is good

- Pupils join the school with knowledge and skills that are below those expected for their age, and well below in language and communication skills. They make good progress as they move up the school. By the end of Year 6, their attainment is in line with the national average in reading, writing and mathematics.
- There is no significant variation in achievement between boys and girls. The large proportion of disabled pupils and those who have special educational needs also achieve well. Teachers identify their needs swiftly and accurately and give them good support and guidance.
- The large number of pupils eligible for the pupil premium benefit greatly from the individual and small-group activities which the pupil premium has funded. This ensures that these pupils achieve well. By the end of Year 6, the standards attained by these pupils are in line with those attained by others pupils in reading, writing and mathematics.
- Scores in the 2012 Year 1 national check on standards in phonics (the sounds that letters make) were below average but, by the end of Year 6, reading standards are average. The school does much to promote a love of reading. Pupils read regularly in school and most, though not yet all, read regularly to an adult at home.
- In an outstanding reading lesson with younger pupils the teacher showed pupils how to find information in a non-fiction book by using the contents page, index and glossary. The subject matter engaged all pupils deeply. There were gasps of wonder when pupils read about the size of the giant Goliath beetle or the enormous bird-wing butterfly.
- In Years 2 and 6 the most able pupils read fluently and with excellent expression. They show skills beyond those expected for their age. The less able pupils in these years read with more difficulty. They sometimes rush and 'guess' words rather than reading them properly. When encouraged to do so, however, they show clearly how they cope with unfamiliar words using the 'sounding out' and 'blending' techniques which they have been taught.
- Pupils make good progress in writing, although their achievement is not as consistent as in reading. All pupils practise the skill of writing extended passages in English lessons, but in some year groups the opportunities for them to write at length in other subjects are limited. As a result, achievement is not as good for these pupils.
- Achievement in mathematics is good because teachers relate mathematics to the real world and allow pupils to practise skills in different ways. In one lesson on triangles, for example, pupils listened intently as the teacher gave explanations. They then used pair work, group work and individual tasks, all of which developed their understanding rapidly as the lesson progressed.

### The quality of teaching is good

- Teachers expect pupils to work hard. They have good knowledge of their subjects and explain things clearly. They take care to tailor tasks to pupils' capabilities and to plan activities that are suitably demanding for all groups of pupils.
- Teachers give good support to disabled pupils and those who have special educational needs and to the small number who speak English as an additional language. Teaching assistants are

well informed about pupils' needs and are alert to opportunities to provide support. Along with other adult volunteers, they provide extra help for individuals or small groups, either within classes or nearby.

- Teachers encourage pupils to be independent and resilient in their learning, and not to give up if they encounter difficulties. Teaching assistants have a particularly warm and encouraging manner which gives the pupils they work with the confidence to 'have a go'.
- Teaching is good in the Nursery and Reception classes, where staff set the tone for the rest of the school. They take every opportunity to develop children's social, observational and communication skills. Activities, both indoors and out, are purposeful and varied.
- Teachers make good use of visual aids, computer technology, pair and group work, 'hands-on' tasks, and activities against the clock to ensure that lessons move at a good pace. They question pupils skilfully so they know that pupils understand what they are learning. Pupils do not have to sit and listen passively for long periods. They do not become bored.
- In most lessons teachers make sure that pupils understand where the lesson is taking them and what they will achieve by the end of it. In an outstanding music lesson, for example, pupils enjoyed a well thought-out series of tasks at graded levels of difficulty. These all developed the pupils' sense of rhythm and timing as they worked towards performing a piece of music on handbells as the climax to the lesson.
- Sometimes the focus of the lesson was unclear to pupils so that their time was not well used. In a geography lesson, for example, pupils spent too much time thinking and discussing how to conduct their research and in what format to present their findings. This diverted them from the actual aim of the lesson which was to find out about life in India.
- The quality of teachers' marking is high, and is a key factor in promoting pupils' good progress. Teachers use a common system in all classes. Their comments make very clear to pupils how well they are doing and what they need to do next to improve. Pupils are given time to study these comments and to make a written response. Pupils say these find this system extremely helpful.
- Teachers are careful to emphasise the need for accurate spelling, punctuation and grammar in pupils' written work in English. There is some inconsistency, however, in the rigour with which they do this in subjects other than English. This slows progress in writing for some pupils.

### **The behaviour and safety of pupils are good**

- The school is calm and orderly, a place where teachers can teach, and pupils can learn, purposefully and effectively. Most pupils show an eagerness to learn. They are treated with respect and they show respect for each other and for adults.
- Behaviour is managed well. Teachers place a strong emphasis on developing pupils' confidence and self-esteem. Good behaviour leads to rewards and privileges. Pupils are keen to strive towards 'Truly Trusted' status, where these rewards and privileges are highly valued.
- Bullying and safety issues are covered well in lessons and assemblies. Pupils and their parents and carers say very readily that pupils are safe in school. They have confidence in the staff to deal with any bullying if it should arise. Older pupils understand about different types of bullying, including internet bullying, and how to avoid it.

- Pupils very willingly take on jobs and responsibilities within school. They are proud to serve, for example, as mini-leaders at break and lunch times, as librarians, in the school office, or on the school council. Pupils respond well to opportunities to help people less fortunate than themselves through charity fundraising events.
- The school gives good support to pupils whose circumstances may make them particularly vulnerable, drawing effectively on a range of outside agencies as it does so. The inspectors saw examples of how this support has enabled these pupils to play a full part in the life of the school and to achieve well.
- Overall attendance rates are average. However, the attendance figures are skewed by the larger than average proportion of pupils who have severe medical needs, including physical disabilities. These pupils have to take time off for medical reasons. The attendance of most pupils is above average.
- The school provides opportunities for pupils to be still and reflect on life's deeper issues. They have a good awareness of the cultural diversity of modern Britain. Through links with a school in India, another school in a contrasting part of Derbyshire, and through visiting speakers, pupils gain insights into the lives of people in circumstances different from their own.

### **The leadership and management** are good

- Leaders and managers, along with all staff, share high ambitions for the school. They have a sharp understanding of the school's strengths and weaknesses. They keep all aspects of its work under close review. Leadership and management are not outstanding, however, because they have not yet brought about outstanding teaching or achievement.
- The school's improvement plan sets out ambitious but realistic targets. The performance of staff is monitored closely. Teachers' pay rises are carefully managed, and promotions are only given when the impact on pupils' achievement shows that they are fully deserved. Good staff training, including some provided by the local authority, has led to significant improvements since the last inspection.
- The areas for improvement identified at the previous inspection have been decisively addressed. For example, there is better leadership and management in the Early Years Foundation Stage, and pupils' progress in the Nursery and Reception classes is more efficiently tracked. Pupils' achievement is now as good in Years 1 and 2 as in the other years.
- The local authority, appropriately, regards the school as only requiring 'light touch' support. It has provided training for staff and governors. It gives teachers the opportunity to compare the standards they apply when they mark pupils' work in reading, writing and mathematics with those applied nationally. As a result, teachers can give pupils and their parents and carers an accurate view of how well pupils are doing in comparison with pupils nationally.
- Pupils learn a varied range of subjects, and the school offers a good range of out-of-school activities in, for example, sport, music, cookery, dance and gardening. Special events, such as the Victorian Day, bring learning to life. Visiting speakers and visits to places of interest broaden pupils' horizons. A residential visit for Year 5 and 6 pupils, where they enjoy adventurous and team-building activities, helps them develop confidence and resilience.
- The school engages well with parents and carers. It is a focal point for a number of community activities, and parents come in large numbers to special events along with their children.

Opportunities for parents and carers to sit in on their children's lessons are also popular.

- Leaders make very sure that there is no discrimination of any kind. All pupils, regardless of background or need, have full access to everything the school offers. Child protection and safeguarding have a high priority and are kept under stringent review. Leaders make sure that all legal requirements are met and that good practice prevails.

■ **The governance of the school:**

- The governing body is well organised and well informed. Governors take every opportunity to sharpen their skills and understanding. They value the support provided by the local authority in this regard. They understand the school's strengths and areas for improvement, and how it performs compared with schools nationally. They provide strong support for the headteacher. They are not afraid to challenge decisions and ask searching questions in order to secure the best for pupils. They scrutinise pupils' performance data closely, and rigorously challenge any areas of underperformance they find. Some governors make regular, formal visits to the school, where they go into lessons, hold discussions with staff, produce written feedback and agree areas for further development. They understand where the strengths in teaching lie and how the school has tackled weaker areas. Governors have a good grasp of how finances are used. They understand clearly how the pupil premium funding is used to close the gaps in achievement between different groups of pupils. They make sure that any staff pay rises or extra responsibilities relate closely to pupils' achievement and are only given when fully justified. They make sure that the school's arrangements for safeguarding children fully meet the current national requirements. Governors make sure that all adults who work with pupils are checked for suitability, and that pupils are kept safe.

## What inspection judgements mean

| School  |                      |  |
|---------|----------------------|--|
| Grade   | Judgement            | Description  |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |



## School details

|                                |            |
|--------------------------------|------------|
| <b>Unique reference number</b> | 112630     |
| <b>Local authority</b>         | Derbyshire |
| <b>Inspection number</b>       | 413025     |

This inspection of the school was carried out under section 5 of the Education Act 2005.

|  |  |
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| <b>Type of school</b>                      | Primary                                |
| <b>School category</b>                     | Community                              |
| <b>Age range of pupils</b>                 | 3–11                                   |
| <b>Gender of pupils</b>                    | Mixed                                  |
| <b>Number of pupils on the school roll</b> | 176                                    |
| <b>Appropriate authority</b>               | The governing body                     |
| <b>Chair</b>                               | Howard Featherstone                    |
| <b>Headteacher</b>                         | Sarah Chadwick                         |
| <b>Date of previous school inspection</b>  | 22 March 2010                          |
| <b>Telephone number</b>                    | 01246 825650                           |
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